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ABSTRACT

Developed by the Special Education Supervisor Training (SEST) Project at the University of Texas at Austin, the document examines two instruments and basic procedures for observing and analyzing individualized instruction. Guidelines are provided for self training and training others in the use of the Individualization of Instruction Inventory (III) and the Descriptive Observation Record for Individualization of Instruction (DORII). The DORII is said to be composed of five sections concerning intraclass grouping, materials, pupil autonomy, student assignments, and tutoring. Intended to be used as a supplement to the DORII, the III is a rating scale which permits quantification of observed behavior. Ten procedures for using the two instruments are listed, problems in recording and scaling responses are discussed, and feedback practices are considered. Training aspects are examined in terms of preliminary activities (with three sample sessions described), and in-classroom observation training. Additional information is provided on inter-observer reliability, data storage, retrieval and display for feedback. Among nine appendixes are sample DORII and III forms, and a profile for individualization. (CL)

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Document Number 5

A GUIDE TO OBSERVING INDIVIDUALIZATION OF INSTRUCTION©

A Training Manual for the Descriptive Observation Record for Individualization of Instruction and the Individualization of Instruction Inventory

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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I. PREFACE

This document has been developed under the auspices of the Special Education Supervisor Training (SEST) Project at The University of Texas at Austin, as one of several training "packages" for use by graduate trainees in a competency-guided, individualized program of study. The instruments and basic procedures for observing and analyzing individualized instructional practices described in this guide were developed and tested in a series of efforts pre-dating the SEST project. However, these instruments and procedures were adapted for use by special educational supervisors planning to work in school settings where many handicapped children are in regular classrooms as well as in "resource rooms." Under these conditions great stress upon systematic classroom observations and upon individualized practices is regarded as essential in supervisor training.

The two instruments for which this document is a guide were developed through a series of projects beginning in 1964. The Individualiza- of Instruction Inventory was developed for use in a study of the effects of demonstration teaching[1] conducted in the South Park Schools, Beaumont, Texas. The III was employed as an observation instrument in that project and highly trained observers reported highly reliable data. A study of television utilization in one hundred elementary classrooms[2] was the occasion for first using the III as a self-report instrument by teachers. Subsequently, a major revision of the III added some new practices and improved scaling procedures. A series of school evaluation studies from 1968 to 1970 provided the field experience with the III and led to the decision to develop the Descriptive Observation Record for Individualization of Instruction (DORII) as an open-ended descriptive observation instrument for use along with the III. Subsequent studies and field trials have confirmed many striking advantages for this use of two instruments as described in this document.

The development of this guide to the use of the DORII and III makes a "package" which should prove most valuable in special education supervisor training. The guide is sufficiently detailed to provide the trainee with most of the guidance needed to become a skilled observer using these instruments with films and in actual classroom situations. A bonus feature of the guide is a design that permits the user to train himself or herself and also to use it to guide training experiences for others in a team situation.

Ben M. Harris
Professor of Educational Administration
SEST Project Co-director
April 15, 1974

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[1] Ben M. Harris, A Research Study of the Effects of Demonstration Teaching Upon Experienced and Inexperienced Teachers. Cooperative Research Project S-384. Cooperative Research Program, Office of Education, United States Department of Health, Education and Welfare, Austin, Texas: The University of Texas, 1966.

[2] Wailand Bessent, Ben M. Harris and Michael P. Thomas, Jr., Adoption and Utilization of Instructional Television. Bureau of Laboratory Schools Monograph No. 20. Austin Texas: The University of Texas Press, 1968.

II. INTRODUCTION

Numerous classroom observation systems have been developed for studying various aspects of teaching and learning. The teaching practices associated with individualization of instruction are of special interest in many school situations. Under a variety of labels, programs and projects for improving instruction are directed toward increasing individualized learning opportunities. Teachers are often confused by the advocates of IGE, IPI, LAP's, open classrooms, and other innovations as they try to assess their own practices and make decisions about adopting, adapting, or rejecting.

This guide introduces two instruments for use in observing, describing and estimating the amount of five types of individualizing instruction practices. These instruments have been developed and tested in a variety of field and research situations beginning with the work of Harris and Coody in 1964 (3). An original rating instrument, Individualization of Instruction Inventory (III), has gone through several revisions. A companion instrument, the Descriptive Observation Record for Individualization of Instruction (DORII), was developed for use with the original instrument to provide for maximum reliability and "face validity" with minimum observer training.

This manual is designed for the supervisor, principal, college instructor, or team leader who wishes to develop his or her skill in classroom observation with the DORII and III.

Every effort has been made to provide the observer analyst with all the information needed for self-training. Guidelines are also provided for training others in the use of these instruments. To orient those who are not already familiar with basic classroom observation techniques a review of the nature of systematic observation is presented. The fourth section of this guide is a detailed users' manual on the two individualization instruments. Later sections suggest feedback procedures, training practices, uses of observation data in instructional improvement programs, and computerized applications. Appendices include a variety of materials for ready reference in using the DORII and the III.

III. THE NATURE OF SYSTEMATIC CLASSROOM OBSERVATIONS

Observation is not synonymous with "looking." (2) Observation is planned, systematic, detailed study of a situation or of a particular aspect of it. (7) Observation involves the use of an instrument which focuses the observer's attention on the items to be studied. Observations may involve studying a total complex situation or they may be limited to isolated events. Observations are used by anthropologists, sociologists, medical doctors, and engineers as well as by educators.

Classroom observation is the most commonly used kind of educational observation. Classroom observation may focus on the total classroom environment, on the teacher, (8) on the students, on the teaching-learning

materials, or on any combination of these. For example, the teacher's questioning strategy, or other aspects of her interaction with the children, may be observed; (4) interactions among children, or the behavior of an individual child (2) or a small group, may be studied; or the teacher's procedures in the use of a new set of learning materials may be assessed.

An observation can have several purposes. It can be used as part of a sequence of assessment or evaluation--of a teacher, a child, a new teaching process, or a new set of materials. It may be used for inservice education in that it assists in the determination of the exact nature of a teaching problem, and may suggest means to solve it. (7) Observations may be an important aspect of curriculum planning in identifying the learning styles or needs of pupils. (6)

IV. SYSTEMATIC OBSERVATION IN ACTUAL USE

Principals, teachers, department heads, supervisors, and visitors may utilize classroom observation as part of their evaluation of teachers' performance and as a method of helping to solve classroom problems.

For individual teacher analysis purposes, the observer should schedule observations three or more times per year, depending on the quality of teaching observed in the first visits. These visits should be scheduled in advance and the teacher should be encouraged to plan carefully for each of the observations. Observational survey

purposes, on the other hand, may be served by a single visit in each of many classrooms. (7)

The observation for inservice purposes should also be scheduled in advance although, obviously, there would be no set number of sessions necessary to solve a given problem. The activity to be observed should be illustrative of the problem to be solved, as the teacher views it. The observation guide used should be chosen or developed for its relevance to the problem. An observation guide is as important for such inservice problem-solving as it is for surveys and other evaluation purposes.

The teacher should be furnished with a copy of the observation instrument previous to the observation session. The teacher should clearly understand the focus of the observer, how the observation report will be used, and what his or her role will be in analyzing, interpreting, and judging results.

Feedback to the teacher should be relevant to the purpose of the observation. Clear information about the teacher's strengths and weaknesses should be given after an observation, drawing upon specific evidence recorded during the observation.

Observations for inservice purposes should be followed by feedback emphasizing the selected, agreed-upon problem being dealt with. Brief mention of other observed problems may be appropriate, but mainly with the intention

of planning later work on their solution. Again, specific evidence from the observation guide should be used.

Observations are generally most acceptable and productive when they stress the improvement of teaching, using observation guides that give clear, objective, and relevant information to this end.

It is seldom that there is structured observation of one teacher by another. (1) However, in a team teaching or differentiated staffing situation, this may be an important use of an observation guide. Such observations should be encouraged by supervisors and administrators as a supplement to their own observation efforts. Teacher observers, like any others, must be trained in the use of each instrument to assure reliability of reports. (See Appendices F and G) Initially, it may be wise to ask a teacher to request that another teacher observe her. Advance notice should be given, a copy of the instrument to be used should be furnished to the observed teacher, and the teacher should be encouraged to plan carefully for the observation session even though it is a peer rather than a super-ordinate observing.

Feedback sessions between teachers can be very helpful. The day-to-day contact of teachers in a team or differentiated staffing situation with one another and with the same group of children may make their comments to one another very specific and useful. It is essential, however, that observation guides be used in such feedback

sessions in order that objective evidence be presented and the possibility of criticism based on personalities be avoided. Self-analysis is possible with some types of observation instruments (10), when sound- or videotape recordings are prepared. Such replacement of a human observer with mechanical equipment has serious limitations, of course. The advantages of self-analysis are greatest when a live observer is also there to assist with feedback and interpretations.

Observation instruments can be of many types. Some are broad-focused; that is, they can be used to observe a total classroom situation and may include observation of physical conditions, discipline, planning, classroom organization, and/or materials. They may focus on the classroom, the teacher, the pupil, and/or the lesson. Some of these instruments ask open-ended questions to be answered during the observation or require that certain behaviors be tabulated. (7)

Other instruments have only one specific focus; e.g., the types of classroom questions. The specific type of behavior to be observed is assumed to be an important aspect of the total situation and to be relevant to the problem which is of concern.

V. INSTRUMENTS FOR INDIVIDUALIZATION OF INSTRUCTION

The DORII

One example of a broad-focus, open-ended observation instrument is the Descriptive Observation Record for

Individualization of Instruction (DORII). The DORII is intended to focus classroom observation upon those aspects of the classroom situation which are assumed to reflect individualization of instruction practices. The DORII is divided into five sections, in addition to a diagram of the classroom. Each section contains several questions which ask for evidence of a certain aspect of individualization. (See Appendix A)

The first section concerns intraclass grouping. Intraclass grouping is the process of sub-grouping and re-grouping students for instruction. Guide questions in this section of the instrument are related to the flexibility of such groupings, the frequency of changes in grouping, and variations in size and number of groups. It is assumed that flexible, task-oriented groups contribute to individualization of instruction.

The second section of the DORII guides the observer's focus to the materials available for use by the students. The materials about which guide questions are asked include library books, reference books, teacher-made materials, periodical materials and audio-visual aids. It is assumed that a wide variety of materials indicates a tendency toward individualization of instruction.

The third section of the DORII is related to pupil autonomy, or the amount of control the students have over their own activities. Questions have to do with self-direction, pupil planning, pupil leadership of group

activities, pupil self-correction of errors, and mutual assistance of pupils by one another.

The fourth section of the DORII has guide questions about the assignments made to the students. It is assumed that differentiation of assignments indicates a tendency toward individualization of instruction. Questions are related to pupil interest in assignments, challange of assignments, variety of activities, variations in assignments made to individuals and groups, enrichment value of some assignments, and the relationship of assignments to learning needs of students.

The fifth section is related to tutoring of individual students. Tutoring is teaching done by the regular teacher, a special teacher, or another student to assist an individual student with a learning problem. Questions in this section are related to tutoring by the regular teacher, by special teachers and by students and to the coordination and acceptance of such tutoring by the teacher and students. It is assumed that such attention to individual learning problems indicates a tendency toward individualization of instruction.

In addition to the five sections outlined above, there is a page at the beginning of the instrument for a diagram of the classroom, showing location of groups and the number of students in each group. (See Appendix A)

The DORII is intended to be used in a 30 to 60 minute observation session. This allows five to ten

minutes to be spent on each section. The questions are answered in sequence and evidence, or lack of it, is recorded for each question before the observer returns to any previous section. Direct, specific observable evidences are recorded. No judgmental, critical, or evaluative words or statement are used. Neither are assumptions made nor further evidence inferred from observations. All evidence recorded is relevant to the questions asked. Lack of evidence relevant to a specific question should also be recorded. (See Appendix B)

The III

The Individualization of Instruction Inventory (III) is intended to assess quantitatively the amount of individualization actually occurring in a given classroom. The III is a rating scale which permits quantification of observed behavior. It is intended to be used as a supplement to the DORII. Any ratings made on the III have as their basis observed evidence recorded on the DORII.

The III consists of sets of statements related to individualization of instruction. These statements correspond to the questions on the DORII. Each set of statements is arrayed along a five point rating scale. One statement indicates the facet of behavior to be considered. The other three statements describe points "5," "3," and "1" respectively, on the rating scale, "1" being the lowest, level indicating little or no evidence of that behavior. Each set of statements relates to one of the five

section of the DORII: grouping, materials, pupil autonomy, assignments or tutoring. (See Appendix C)

Although the III is intended to be used with the DORII, the III may be used by an individual teacher describing herself. This procedure assumes that a teacher can estimate his or her "usual or common way of operating" in the classroom. It is unrealistic, on the other hand, to expect a teacher to recall specific evidences in a lesson, as required by the DORII. The III is NOT, however, to be used as an observation guide instead of the DORII.

The final page of the III is a summary sheet called the "Profile for Individualization." On this sheet are gathered all the ratings given on the various sets of statements. On the profile are listed the five sections of the DORII. The five statements sets on the III correspond to each DORII section. The observer places a number corresponding to the rating beside each statement set. The numbers are then added together to derive total individualization scores for each of five types of individualizing practices as well as the total score (the highest possible score being 125 and the lowest 25). (See Appendix D)

Procedures for Using DORII and III

The standard sequence for using the DORII and III in classroom observations is presented below. These ten (10) steps must be followed rather carefully to assure complete, useful, reliable records.

0. Complete training. Demonstrate interobserver reliability at .75 or better.

1. Make arrangements for the observation session with the teacher and others involved. The teacher should be given advance notice of the session. Three or four days notice is sufficient; more than one week's notice is usually not advisable.

2. Provide the teacher with information. A copy of the DORII and III should be provided. Explanations of any terms which are not understood by the teacher should be given. The exact purpose of the visit should be specified and tentative plans for future, visits, is any, should be made.

3. Help the teacher plan the lesson. The teacher should be encouraged to overplan the lesson to be observed. She should teach what she would normally teach that day but should plan the lesson to include as many facets of individualization specified on the DORII and III as possible. It is wise that the students be told about the observation, but the teacher can make his or her own decision about this.

4. Enter the classroom. Select an observation post. Sketch room diagram. Use the DORII only. (5 minutes)

5. Observe current events sequentially. Reading each guide question on the DORII and record any observable, relevant evidence under the appropriate item. Check (√)

items where no evidence is immediately observable. Use the entire instrument reading and recording or checking every question in rapid sequence. (15 to 20 minutes)

6. Observe current events spontaneously. Record in any space under appropriate items. Flip pages back and forth as needed to find correct items. (10 to 15 minutes)

7. Move about the room as necessary. Go to those parts of the room where you need to see and hear. The freedom to move about the room is dictated by situational variables. Move as much as is needed to record relevant evidence, but avoid causing a disturbance or distracing pupils or teacher. (10 minutes)

8. Review blank items remaining. Glance through the pages of the DORII double checking (√√) blank items or adding evidence if possible. (5 minutes)

9. Leave classroom. Go to a quiet spot to rewrite all evidence recorded. Use another instrument form if necessary. Be sure that every bit of recorded evidence is clearly described. It is assumed that during the observation session recordings of some evidence may be in the form of sketchy notes. These are not helpful to the teacher or to the observer unless they are changed into more complete statements. This should be done immediately after the observation session so that exact events may be remembered. Add new evidence you can recall at this time. Record in every space that remains blank "No evidence." (30 minutes)

10. Scale recorded evidence using the III. Put the DORII aside. Read each lettered item on the III and assign a numerical value to it. Complete the scale in alphabetical order. Complete the profile sheet. Ratings should be based completely on evidence observed during the observation session. A rating of "1" should be given if little or no evidence is observed. Ratings of "5" indicate constantly observed behavior or activities which completely characterize the activities of the class, teacher, or the materials and equipment with which they work. It is quite important that all the ratings be based on evidence contained in the DORII so that relevant evidence may be referred to in feedback with the teacher. (10 minutes)

Total elapsed time: 1 hour 30 minutes.

Problems in Recording Descriptive Evidence

There are several problems which most commonly arise during the use of the DORII. The first of these is the lack of objectivity of the statements. Observers commonly tend to make judgmental statements based on their own ideas of what constitutes good teaching. Closely related is the tendency to assume evidence based upon what the observer already knows about the teacher and about her characteristic behavior. Usually, these assumptions are positive and complimentary and are made in a well-meaning attempt to make the teacher appear in as favorable a light as possible.

Sometimes problems are related to the recording of evidence. Short hand notes and the use of vague terms

sometimes can make impossible the task of clearly rewriting the record later. Further, lack of evidence of a particular behavior must be recorded as does behavior which shows a tendency away from individualization of instruction. Blank spaces on the observation guide carry no information; therefore, each space must be filled, showing evidence observed or recording the fact that there was "no observable evidence." (See Appendix B)

The simplest solution to these recording problems is the vivid, explicit recording of evidence which is actually observed during the observation session. Little time will be left for making judgments or evaluations.

Problems in Scaling Evidence

The most common problem in the use of the III is making a rating without the presence of recorded evidence on the DORII. All ratings must be supported by recorded evidence and all instances of little or no evidence should be indicated by a rating of "1" on the III. Again, vivid, specific recording of evidence on the DORII will simplify the assignment of numbers on the III scale. Assigning ratings to each lettered item in alphabetical order. These items on the III are purposely "scrambled" to reduce "halo" effect among items that are closely related. Should any situation call for a rating above a "5," that number must still be utilized.

The DORII and the III are instruments meant to be used in their entirety during a single observation period.

Therefore, other observation instruments must be used to observe more closely some aspects of the classroom environment which are given only cursory treatment on the DORII and the III. This characteristic is both the major strength and the major weakness of these instruments. They provide an excellent overview of the progress toward individualization in a particular classroom, but serve only to outline problems which may later have to be probed more carefully using other instruments and techniques.

The twenty-five to thirty guide questions ask about only a few of the larger number of practices that might be related to individualization of instruction. Non-observable practices are omitted from these guide questions. The various studies completed with these instruments do indicate, however, that discriminating and useful reports are generated with these instruments in most classroom settings when standard procedures are followed.

Certain instructional situations are sometimes encountered which make the DORII-III less than fully useful. Examples of these situations include:

(a) an entirely tutorial situation where no groups are employed. The other sections of the DORII are still useful but Section I, "Intraclass Grouping," may not be.

(b) a situation in which only a single type of material is being utilized. Section II, "Variety of Materials," becomes inappropriate or less useful under these conditions.

(c) An extremely large or undefined instructional area which results in pupils and/or teacher(s) moving about, often making observation of the entire situation virtually impossible. Under these conditions, the entire instrument may be inappropriate or special procedures may have to be employed.

VI. FEEDBACK AFTER OBSERVATION

A feedback session should take place as soon as possible after the observation has taken place, in order that both teacher and observer remember exact events. Feedback should be done in as positive a manner as possible.

Feedback should be a cooperative effort, essentially following this format using the DORII:

1. The teacher reads the evidence recorded.
2. The teacher clarifies the recorded evidence to reflect characteristic events not in evidence, to add actual events omitted, or to make evidence more accurate.
3. The teacher and observer interpret the observation evidence, relating events to lesson objectives, student needs, and future objectives.
4. With the assistance of the observer, the teacher determines her own strengths and weaknesses or her progress toward solution of a particular problem.
5. Plans are cooperatively developed, in writing, for problem solving, trying new approaches, emphasizing

certain practices, etc. Future observations are scheduled.

The III scores may be read and explained by the observer, with specific evidence being made explicit. This is an optional procedure. Sometimes the numbers get in the way of ideas. Comparisons with past observations can be made if desired, however, using the profile sheets from the III or the graphic exhibits shown in Appendices H and I.

Direct criticisms, where necessary, should be made in terms which specify the desirable behavior and which assume that the behavior is attainable by the teacher. Where it is clear that there are a great many problems to solve, not all should be attacked at once. Rather, at least one problem should be chosen on the basis of its potential for genuine resolution so that the teacher may be encouraged by a readily apparent change in behavior. Only one or two problems which require a significant length of time for solution should be chosen and even those should be divided into small attainable segments. Plans for future observations could include observation of progress in the solution of these problems.

All feedback should be performance-centered, not judgmental. It must be assumed that behavior can be changed and that the teacher can be influenced to change her behavior by appealing to her desire to better assist her students. Emphasis should be placed not only on specifying problems which exist but <u>also</u> on reinforcing the best practices.

A part of the feedback session can be devoted to planning for future observations. Specific mention can be made of areas which need improvement and which will be observed carefully during the next observation session. Suggested steps in problem solution should be planned so that progress can be observed in subsequent sessions. In all cases, sufficient time for change must be allowed or, in the case of observations which must be scheduled without regard for change time, an amount of change reasonable for the elapsed time must be specified. Assistance in learning to change also needs to be available to the teacher.

VII. TRAINING FOR CLASSROOM OBSERVATIONS

Pre-classroom Training

Maximum value is more readily received from classroom observation practice when it is preceded by a series of preliminary activities. The trainees should be familiar with the observation instrument, have some understanding of the kinds of recording procedures required, and recognize at least some of the unique characteristics of the various categories of events being observed.

Two to five hours of seminar and/or laboratory training will usually be adequate to ready the trainee group for in-classroom practice. The training begins with a brief formal presentation of the instrument to be used and continues with a discussion of the rationale underlying the categories or sections into which the instrument is

divided. Illustrative samples of completed observation records are distributed and discussed with specific techniques being mentioned. Finally, laboratory training using films, video tapes, sound recordings, or lesson protocols is provided to give the trainees a chance to try to use the instrument. Observation and recording periods should be very brief initially in order to provide trainees with prompt feedback on their efforts. As they gain skill, longer trials promote confidence and refine observing, categorizing or tabulating, and recording skills. Even fine points of procedure in using the instrument can be considered in these simulated laboratory sessions.

A series of pre-classroom observation training sessions for the Descriptive Observation Record for Individualization of Instruction (DORII) are outlined below. This sequence is generalizable to other instruments.

Session I:

Introduction to Descriptive Observation Record of Individualization of Instruction

Time	Activities	Materials
0	Distribute the instrument so that trainees have a copy in hand.	Blank instruments (see Appendix A)
5	Leader briefs trainees on major sections or categories of instruments and identifies the DORII as a "free response" type (All instruments are not of this type). The need for positive evidence and the elimination of judgments or ratings is stressed.	
15	Leader distributes illustrative materials showing completed portions of the instrument.	Samples from completed instruments (see Appendix B)
20	Leader and group discuss the completed instrument and the group is urged to ask questions.	
35	Film (if available) presented. The trainees are requested to try to record as shown in illustrative materials for about 10 minutes.	Film of actual classroom teaching. (The film used should lend itself to a description of individualized techniques)
45	Discussion of recordings made from film. The leader asks the trainees to read what they recorded in different places on the instrument. The leader can give examples from his/her record as models.	
75	Leader reviews basic sequence of procedures to be used in the classroom.	Transparency of standard sequence to be followed in the classroom observation. (See pages 11 through 13)
90	End Session I	

Session II:

Laboratory Practice with Instrument

Time	Activities	Materials
0	Leader reviews characteristics of the instrument and standard procedures.	Transparency copies of instrument.
10	Film reshown. The trainees view 10 or more minutes trying to record as fully as possible.	Same film as used in Session I.
25	The trainees are asked to write observed events in clearly readable and understandable terms. The leader emphasizes the power of communication required. Trainees are urged to add evidence when recalled, even if it was not recorded during observation period.	
45	Discussion. The trainees take turns sharing their recorded evidence by reading it in verbatim form. The leader discourages discussion of items while encouraging reading them "exactly as written."	
90	End of Session II	

Session III:

Laboratory Practice on the Use of the III Scales with the DORII

Time	Activities	Materials
0	Repeat of activities in Session II excluding the discussion. A new film should be used if possible.	Film
45	The leader distributes the Individualization of Instruction Inventory (III), reviews the instrument and describes the scaling procedures.	Blank III's (See Appendix C)
55	The trainees scale on the III film teaching based on their observation notes on the DORII.	
65	The leader guides trainees in preparing the Profile Sheet at the end of the III.	(See Appendix D)
70	Agreements and differences among trainees and with the leader's rating are discussed.	(See Appendix G)
90	End of Session III	

In-classroom Observation Training

An individual wishing to learn observation techniques should have an opportunity to observe in actual classrooms, both on an individual basis and in small groups.

The steps involved in planning for classroom observation include: identifying a purpose for observation; selecting a classroom; planning with the teacher; making physical arrangements; and planning the observation schedule.

The purpose for observation in a particular classroom may be to gain facility in the use of a particular observation guide or an assessment instrument in which observation is essential. The teacher should be informed of the purpose of the observation with emphasis on the fact that the trainees are learning observation techniques and are not engaged in evaluation.

For most training purposes, a classroom typical to the school or district should be selected. This does not exclude observations of classrooms for physically or mentally handicapped children or of classrooms where exceptional children are present. Observations of these classrooms are essential when the observation trainee is likely to be observing similar classes in an on-the-job situation. The classrooms observed should be typical of the classrooms established for a given handicapping condition in a school or district, or should reflect the typical inclusion of mildly handicapped children in the regular classroom for the school or district. Emphasis should be placed on choosing

classrooms where the student and teacher population and behavior are similar to what the observation trainee is likely to encounter in an on-the-job situation.

The selected classroom should be staffed by a confident teacher who will not be made anxious by the presence of observers. Poor teachers or teachers lacking in self-confidence should not be observed by trainees. The observed behavior of the anxious teacher is unlikely to be typical of her day-to-day behavior without the stress of observation. Most observation sessions should take place in classrooms which represent what is happening in most classrooms in a given school or district. Atypical classrooms--atypical referring to procedures and techniques, not to student population--should be observed only when the observation guide being used is suitable only for a very specific situation.

The teacher should be encouraged to plan carefully for the time she will be observed, although attempts to "show everything we've been doing" should be discouraged. A lesson or activity which stresses the behavior to be observed such as questioning strategies or a new teaching procedure, should be planned.

The teacher should be furnished a copy of the observation guide to be used and explanations should be given of typical behaviors recorded in this guide, including definitions of such terms as "individualization," "intra-class grouping," "self-direction," "flexibility," and

"tutoring." The teacher should furnish the observer(s) with a seating chart and a short overview of the activity to be observed. Again, the teacher should be reassured that neither evaluation, judgment, nor criticism of any behavior is implied by the observation.

Only 4 or 5 trainees should observe in any one classroom at one time. Chairs for the observers should be arranged in the back or along the sides of the room. Precise seating arrangements will depend on whether the whole class or a small group is to be observed. As complete a view as possible of the class should be obtained by each observer. It is often important that the faces of the children be visible to the observers. This is especially true in the case of any observation guide which stresses teacher-pupil interaction, pupil enthusiasm or similar aspects of classroom behavior.

Classroom observation must allow sufficient time for complete use of the observation guide in the classroom and for clarification, elaboration, or tabulation of observations made after leaving the classroom. If feedback is to be given to the teacher, scheduling arrangements need to be made for this as well.

In a training situation, emphasis in feedback to the trainees should be placed on evaluation of their use of the instrument during the observation session. Especially, it must be determined that recorded observations do not contain statements implying judgment or evaluation. A feedback

session for trainees may include activities such as: counting tabulations of various behaviors to determine if there is observer agreement; comparison of statements recording the same situation or event in the classroom; comparison of the amount of evidence indicating a particular mode of behavior by various observers; or comparison of the observations made by the trainees with those made by an expert observer. Refinement of observations, use of objective statements, and building of high interobserver reliability should be the purposes of the feedback sessions.

Since the trainee observations, especially initially, cannot be expected to be as valid or reliable as expert observations, the teacher observed may be involved only slightly in the feedback sessions. It is unlikely that a great deal of information about the observations made by the trainees will be furnished to the teacher, since some of the information may be unreliable, discouraging, or even untrue. Rather, the teacher can furnish some information about her purpose in teaching the session or about some aspect of her behavior which may have been confusing to the observer.

Interobserver Reliability

In order to be considered effective and objective, simultaneous observations made by several trained observers of the same situations should produce very similar data. Evidence recorded on the DORII should be similar and the scores given on the III should be almost the same.

Development and testing of interobserver reliability should be an important part of classroom observation training.

The interobserver reliability checks can be made using films or lesson protocols. The observation trainees should observe the film or read the protocol and fill in both the DORII and the III as they would in a classroom. (6) In addition, an expert observer with considerable experience in the use of the instruments should fill in the two instruments to serve as the control to which the trainees are compared. The coefficient of reliability of each observer on the III and the score of the expert observer control should be at least .75. A form for the purpose of this comparison has been developed. (See Appendix G)

On the interobserver reliability form the names of each of the observation trainees is listed. Each computes his or her total score and compares it with the total score of the expert observer control. The discrepancy between the two scores (a positive or negative figure) is noted for each observation trainee. On some items of the III the observation trainees will have given higher ratings than the expert observer control. The total number of points higher is noted for each observer in the "points higher" column of the form. Similarly, on some items the observation trainees will have given a lower rating than the expert observer control. The total number of points lower is noted on the "points lower" column of the form. The letters of the items marked higher by them and lower by the observation

trainees are noted in the columns "items high" and "items low" respectively. It may be found that several observation trainees marked a given item higher or lower than the observer control. These items should be discussed so that the criteria used by expert observer in giving the rating may be noted. Finally, interobserver reliability is computed.

Scott's coefficient of reliability is a simple and useful one for this instrument. The profile sheets of two observers are compared as illustrated in Appendix F. The formula is:

$$\text{Reliability} = \pi = \frac{P_o - P_e}{1.00 - P_e}$$

P_o = Agreement $\qquad$ P_e = Chance agreement

For two observers using the III, the differences between their ratings on each lettered item are totaled. If, for example, they have a total of differences on these 25 ratings of 18 points, then their agreement (P_o) is on 82 points, since there is a possible difference of only 100 points (4 points on each of 25 items). Since we have a give-point rating scale for the III there is always a 20% chance of agreement on any item.

An illustration of the simple computations required for determining interobserver reliability are shown below:

1. Total differences between observer, item by item = 18 points.
2. Disagreements = 18 out of 100 points.
3. Agreement = 100 - 18 = 82 points or 82% or .82.
4. Chance agreement always = 20% or .20 on the III.
5. Reliability, therefore, is $\frac{.82 - .20}{1.00 - .20} = \frac{.63}{.80} = 0.77\frac{1}{2}$

The reliability should reach .75 before it can be assumed that the data gathered by each observer may be considered comparable and, hence, worthy of serious consideration as being fairly accurate.

VIII. OBSERVATIONS IN AN INSTRUCTIONAL IMPROVEMENT SYSTEM

Systematic observation may play a part in assessment of improvement of instructional practices. Often data are readily available about preparation and experience of teachers, amount of money spent for teaching materials, and "intelligence" and achievement of pupils. However, data on exactly what happens in the classroom between teachers and their pupils are not so available. Systematic observation can play a major role in obtaining such data. Assuming the reliability and the validity of such observation data, they can be statistically compared to whatever input or output measure that seems important. Evidence of the effect upon instructional practices of any input may be assessed and instructional improvement plans made based upon this evidence. Instructional improvement can become systematic and planned. A specific aspect of instructional practice may be improved

at any given time and inservice educational programs may be planned to further this effort. Teachers can become aware of the relationship between the students and the materials they work with, their own behavior, and the achievement and satisfaction of their students. Instructional improvement can be more readily evident to the teachers and administrators, since it can be shown by changes in scores on observation instruments.

The DORII and the III are uniquely suited to a program of instructional improvement. If questioned, most teachers are likely to make a verbal commitment to the individualization of instruction, and to the assumption that all children ought to be treated as individuals and helped to achieve to the best of their ability. However, teachers may be uncertain as to exactly what constitutes "individualization." The DORII and the III make it possible to relate the abstract concept of individualization to precise things which are happening in the classroom. The III attaches importance to these behaviors by giving them a very specific numerical rating. These numbers may be compared from observation to observation and between teacher and teacher to give an indication of change.

The use of classroom observations to <u>survey</u> a school, program or project (7) is an approach to planning both curriculum improvement and inservice education. The patterns of practices generated by observing a random or stratefied sample of the classrooms can make explicit the

strengths within a program or school while identifying needs for development activities.

IX. DATA STORAGE, RETRIEVAL AND DISPLAY FOR FEEDBACK

Essential features of any classroom observation system include a storage of data plan, and procedures for retrieving and displaying data for most efficient and meaningful feedback to teachers and others. A storage arrangement is essential when data is to be accumulated over time. When individualization data include both self-reports and observer reports, procedures for retrieving and displaying each are required. Data displays described in earlier sections of this manual were concerned only with feedback for a single observation; however, teachers' need for feedback is often more complex. Comparisons of self-reports with current observations provide valuable estimates of self-perception. (9) Comparisons of observations over time provide valuable estimates of growth in practices. Comparisons of observations made under contrasting conditions (subject, class size, type of lesson) can provide insights for planning.

A storage, retrieval, and display system for use with the DORII and III is relatively simple to develop for an individual teacher or small faculty groups. For larger groups, a computer-based system is being developed. The simple manual system involves the following materials:

(1) Individual Teacher Observation Record folder. (ITOR)

(2) DORII booklets (Appendix B)

(3) III profile sheets (Appendix D)

(4) Cumulative Individualization Record (Appendix H)

(5) Graphic Individualization Display (Appendix I)

Initially, teacher self-reports are obtained using only the III. Teachers are asked to describe their own "current" practices. They prepare their own profile sheets (Appendix D) and get immediate feedback. These data are then recorded by the teacher on her own Cumulative Individualization Record and her own Graphic Individualization Display. These procedures initiate the individual observation record folder, familiarize the teacher with all forms except the DORII, and ready the teacher for an introduction to classroom observations.

Following an observation, the DORII is carefully rewritten by the observer on leaving the classroom. This document is made available to the teacher for feedback as soon as possible; and teacher/observer discussions are initiated to stimulate interpretations, seek clarifications, offer reinforcement, and plan for improvements. This document is then filed in the Individual Teacher Observation Record folder (ITOR).

Each observation will produce a Profile for Individualization (Appendix D) based on scaling procedures described in using the III. These profile sheets are filed in the ITOR folder after being used to supplement the data provided by the DORII. Data from each Profile for Individualization are systematically recorded on the Cumulative Individualization Record in the folder. (See Appendix H)

Subsequent to a series of events involving, typically, (1) self-report, (2) initial observation, (3) feedback discussions, (4) filing and recording of data, and (5) follow-up observation, the Graphic Individualization Display (Appendix I) is prepared. This display, along with other materials on file, provides the basis for another feedback session where comparisons, contrasts, growth areas, and persistent problems can be discussed.

X. SUMMARY

This manual is designed for users of the Descriptive Observation Record for Individualization of Instruction and its companion instrument, the Individualization of Instruction Inventory. The document reviews basic concepts about systematic classroom observation as a source of data for guiding the improvement of instruction. The DORII and III instruments are described, their proper uses are indicated, and suggestions for training in their use are detailed.

In the Appendices are to be found copies of nearly all materials mentioned in the forgoing text. These appendices provide the user with copies of the two primary instruments as completed by a skilled observer, but also provide supplementary materials for use in a fully organized program of teacher evaluation for improving individualization practices.

The authors are fully aware that these materials for observing and analyzing instructional practices will not

suffice for all instructional evaluation purposes. Other observation instruments are available (9) and necessary to any fully operational system of instructional evaluation. This manual does, however, provide the guidance necessary for professionally competent use of this set of instruments focusing upon five major aspects of the process of individualization of instruction.

The DORII and III have grown out of a series of research and development activities extending over a period of nearly ten years. The growing interest in these instruments for use by teachers, supervisors, project directors and principals have been more exciting than the array of research findings produced.

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APPENDIX A

DESCRIPTIVE OBSERVATION RECORD

FOR

INDIVIDUALIZATION OF INSTRUCTION*

Instrument 1f-1
(Revised 11/71)

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1971

INSTRUCTIONAL LEADERSHIP TRAINING MATERIALS
Department of Educational Administration
The University of Texas at Austin
Austin, Texas 78712

*Adapted from the Individualization of Instruction Inventor by Betty Coody and Ben M. Harris with the assistance of Jam T. Carthel. ALL RIGHTS RESERVED. 1967. (Revised edition, 1971)

DESCRIPTIVE OBSERVATION RECORD

FOR

INDIVIDUALIZATION OF INSTRUCTION*

Instrument 1f-1
(Revised 11/71)

Class _____ Date _____ Teacher _____

Topic _____ Time _____ to _____ Observer _____

Directions:

Record objectively any observed evidence which might be relevant in trying to answer each question. Avoid all value-loaded statements. Record only observed evidence or absence of relevant evidence.

D. ROOM DIAGRAM

Draw a sketch of the floor plan, showing the location of groups and the number of students in each group.

*Adapted from the Individualization of Instruction Inventory by Betty Coody and Ben M. Harris with the assistance of James T. Carthel. ALL RIGHTS RESERVED, 1967. (Revised edition, 1971)

I. INTRACLASS GROUPING

A. What provision is made for flexibility of groupings for each pupil?

B. What evidence indicates that changes in grouping occur frequently?

C. How long do students remain in each group?

D. What shows that intraclass groupings are task oriented?

E. What evidence indicates that there are variations in the size and number of intraclass groups?

F. What incidents illustrate the amount of freedom students have in moving from one work station to another?

II. VARIETY OF MATERIALS

A. What is the evidence that students use library books in and out of class?

B. What is the evidence that reference books are available and used?

Encyclopedias	Supplementary texts
Atlases	Almanacs
Dictionaries	Others

C. What is the evidence that teacher-made materials are available and used?

D. What is the evidence that newspapers, pamphlets, and magazines are available and used?

E. What variations in levels of difficulty and interest are reflected in the materials available?

F. What evidence indicates that a variety of audio-visual aids are used by teacher and pupils?

16mm films
35mm filmstrips or slides
Phonograph records
Tape recordings
Transparencies
Objects, models, and exhibits
Others

III. PUPIL AUTONOMY

A. What shows that pupils are exercising self-direction in carrying out assignments?

B. What evidence is there that pupils participate in short- and long-range planning of their own work? The work of the group(s)?

C. What evidence shows that pupils lead group activities?

D. What evidence shows that pupils are involved in finding and correcting their own errors?

E. What evidence shows that pupils are engaged in helping one another in constructive ways?

F. What evidence shows that pupils have some freedom to learn in unique ways and are held accountable for such learning?

IV. DIFFERENTIATED ASSIGNMENTS

A. What shows that students are really interested in their assignments and the work of the class or subgroups?

B. What shows that pupils are individually stimulated and appropriately challenged by assignments?

C. What shows that pupils are actively engaged in a variety of activities that are purposeful and satisfying?

D. What indicates that there are significant variations in assignments made to individuals and small groups?

E. What shows that advanced-level or enrichment work is being undertaken by pupils?

F. What is the evidence that some assignments are based upon specific, diagnosed learning needs?

V. TUTORING

A. What indicates that regular classroom teachers work with individual pupils for instructional purposes?

B. What indicates that arrangements are made for special teachers to work with individual pupils for instructional purposes?

C. What indicates that pupils of all kinds serve as tutors for others as part of the regular instructional program?

D. What indicates that resource persons (parent, college students, community leaders, etc.) are drawn upon to provide individual assistance to pupils?

E. What shows that tutorial arrangements are well planned and carefully coordinated by the teacher?

F. What shows that tutoring is well accepted and carries no stigma?

Appendix B

DESCRIPTIVE OBSERVATION RECORD

FOR

INDIVIDUALIZATION OF INSTRUCTION*

Instrument 1f-1
(Revised 11/71)

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1971

INSTRUCTIONAL LEADERSHIP TRAINING MATERIALS
Department of Educational Administration
The University of Texas at Austin
Austin, Texas 78712

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DESCRIPTIVE OBSERVATION RECORD

FOR

INDIVIDUALIZATION OF INSTRUCTION*

Instrument 1f-1
(Revised 11/71)

Class 2nd gr. Date April 18 Teacher Jones

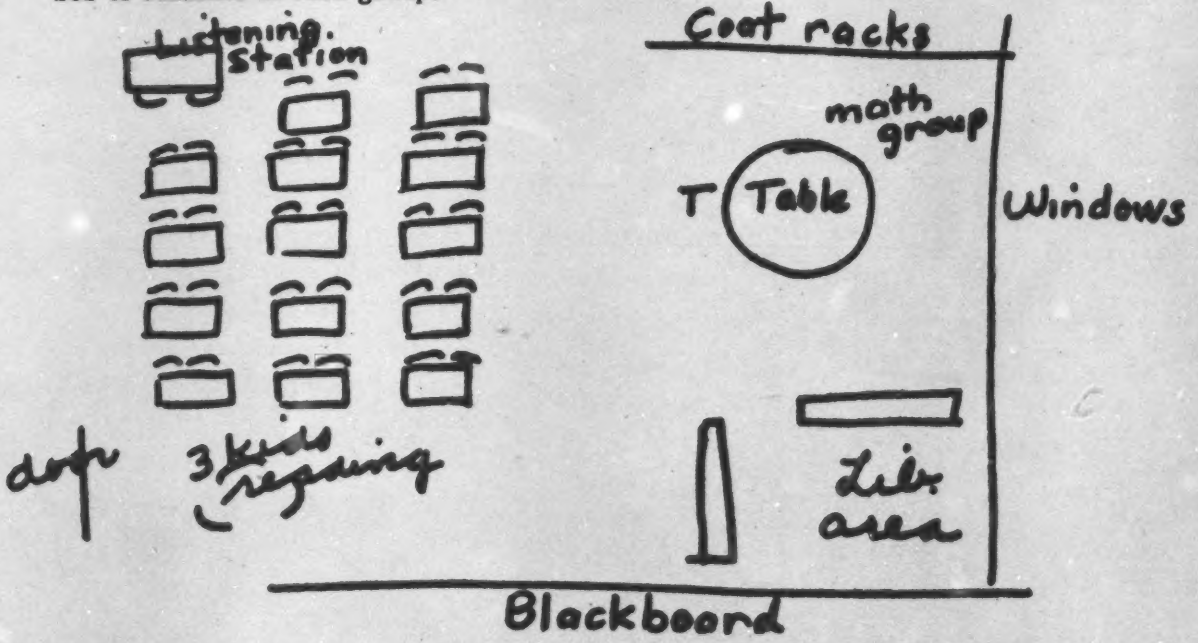
Topic Comb. Reading Time 9:00 to 9:50 Observer JD

Directions:

Record objectively any observed evidence which might be relevant in trying to answer each question. Avoid all value-loaded statements. Record only observed evidence or absence of relevant evidence.

D. ROOM DIAGRAM

Draw a sketch of the floor plan, showing the location of groups and the number of students in each group.



*Adapted from the Individualization of Instruction Inventory by Betty Coody and Ben M. Harris with the assistance of James T. Carthel. ALL RIGHTS RESERVED, 1967. (Revised edition, 1971)

I. INTRACLASS GROUPING

A. What provision is made for flexibility of groupings for each pupil?

10 or 11 children did different things during obs. period - 14 stayed at same or similar related task

B. What evidence indicates that changes in grouping occur frequently?

math group did math the whole time (2 w/teacher; 2 independently) writing group did that the whole time. Rest went from task to task.

C. How long do students remain in each group?

One group (?) worked on a writing assignment for the entire time or until they had finished; children at listening station went to read the books after 15 min.

D. What shows that intraclass groupings are task oriented?

The teacher commented that she had noticed that some children had difficulty w/ adding 2 digit numbers; she then called these kids to work w/ her on that

E. What evidence indicates that there are variations in the size and number of intraclass groups?

there was a creative writing group of 8 members; a group doing math (6), 2 at a listening station; 3 reading to each other & 5 or 6 working alone

F. What incidents illustrate the amount of freedom students have in moving from one work station to another?

When the children finished writing, they went to the listening station, to work with puzzles & to play games w/o teacher direction or read books.

2

II. VARIETY OF MATERIALS

A. What is the evidence that students use library books in and out of class?

at least 5 children read in the library corner during obs. time. No library books at individual desks

B. What is the evidence that reference books are available and used?

Encyclopedias Child Craft on shelf - no evidence of use
Atlases no evidence
Dictionaries one child consulted dict. See III-D
Supplementary texts
Almanacs no evidence
Others

C. What is the evidence that teacher-made materials are available and used?

children in math group used teacher made pocket chart
listening station - commercial records w/ teacher made worksheets

D. What is the evidence that newspapers, pamphlets, and magazines are available and used?

none in evidence

E. What variations in levels of difficulty and interest are reflected in the materials available?

games - jigsaw puzzles were varied from just a few pieces to very many

F. What evidence indicates that a variety of audio-visual aids are used by teacher and pupils?

16mm films no evidence
35mm filmstrips or slides no evidence
Phonograph records at least 5 kids used listening station
Tape recordings no evidence
Transparencies overhead in room, not in use
Objects, models, and exhibits no evidence
Others

III. PUPIL AUTONOMY

A. What shows that pupils are exercising self-direction in carrying out assignments?

writing group received no directions from teacher during obs. period.
pupils moved to listening station, to lib. table & games w/o direction.

B. What evidence is there that pupils participate in short- and long-range planning of their own work? The work of the group(s)?

none in evidence

C. What evidence shows that pupils lead group activities?

none in evidence

D. What evidence shows that pupils are involved in finding and correcting their own errors?

one child wrote a word, then left his seat to consult the dictionary & returned to vigorously erase & rewrite.

E. What evidence shows that pupils are engaged in helping one another in constructive ways?

the three children reading to one another told each other several words.
no working together on puzzles

F. What evidence shows that pupils have some freedom to learn in unique ways and are held accountable for such learning?

none in evidence; all working on very "standard" activities.
Only reading in library seemed to offer "freedom."

4

IV. DIFFERENTIATED ASSIGNMENTS

A. What shows that students are really interested in their assignments and the work of the class or subgroups?

writing group did not confer w/ each other or anyone else while working.

B. What shows that pupils are individually stimulated and appropriately challenged by assignments?

none in evidence

C. What shows that pupils are actively engaged in a variety of activities that are purposeful and satisfying?

activities during period included reading, writing, math, game playing, puzzle assembly, listening

D. What indicates that there are significant variations in assignments made to individuals and small groups?

the writing group had a list of 10 possible titles from which to choose

all went to go same assignment at first station

E. What shows that advanced-level or enrichment work is being undertaken by pupils?

Some titles for the writing group seemed to require creative thinking

F. What is the evidence that some assignments are based upon specific, diagnosed learning needs?

the math group members all had had trouble with two digit addition - according to the teacher

V. TUTORING

A. What indicates that regular classroom teachers work with individual pupils for instructional purposes?

the teacher talked individually to several members of the match group as they worked independently other groups given no special attention

B. What indicates that arrangements are made for special teachers to work with individual pupils for instructional purposes?

none in evidence

C. What indicates that pupils of all kinds serve as tutors for others as part of the regular instructional program?

the small group reading to each other helped each other with unknown words on a few occasions.

D. What indicates that resource persons (parents, college students, community leaders, etc.) are drawn upon to provide individual assistance to pupils?

none in evidence

E. What shows that tutorial arrangements are well planned and carefully coordinated by the teacher?

none in evidence

F. What shows that tutoring is well accepted and carries no stigma?

Few in reading group accepted. help without either enthusiasm or other feelings expressed.
Individuals did not seek assistance from teacher or others.

SUMMARY

I. INTRACLASS GROUPING — Comments

A. Flexibility for individuals
B. Frequent changes in groups
C. Time in groups
D. Task orientation of groups
E. Variations in group size
F. Freedom of pupil movement

II. VARIETY OF MATERIALS — Comments

A. Library books
B. Reference books
C. Teacher-made materials
D. Periodicals and pamphlets
E. Different levels and interests
F. Audio-visual aids

III. PUPIL AUTOMONY — Comments

A. Self-direction
B. Short- and long-range planning
C. Peer leadership
D. Self-evaluation
E. Mutual assistance
F. Freedom and responsibility

IV. DIFFERENTIATED ASSIGNMENTS — Comments

A. Interesting
B. Challenging
C. Satisfying and purposeful
D. Varying
E. Enriching or advanced
F. Learning needs diagnosed

V. TUTORING — Comments

A. Teacher tutoring
B. Special tutoring
C. Pupil tutoring
D. Resource persons
E. Planned coordination
F. Social acceptance

Appendix C

INDIVIDUALIZATION OF

INSTRUCTION INVENTORY

Instrument 1f (Revised)

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Revised form
1971

INSTRUCTIONAL LEADERSHIP TRAINING MATERIALS

published by
Department of Educational Administration
The University of Texas at Austin
Austin, Texas

HOW WELL IS INSTRUCTION BEING INDIVIDUALIZED??

Teacher Jones Date Apr 18 Time 9:00 to 9:50 Observer JD

Directions:

This inventory is intended for use by teachers and others as they consider the amount and type of individualization of instruction actually occurring in a given classroom. Descriptive ratings on the 25 lettered items below permit the user to make an objective analysis of teaching as observed. A teacher may describe himself or have another observer describe him using this inventory.

Circle the number on each five-point scale below that best describes the teaching under consideration.

	5	4	3	2	1
a. Pupils do advanced level or enrichment work	Nearly half of the pupils do obviously advanced level or enrichment work.		(3) Several pupils do advanced level or enrichment work.		No pupil does advanced level or enrichment work.
b. The arrangement of furniture promotes flexible groupings.	Desks and chairs are arranged in varying patterns for a variety of types of work.		(3) At least one special arrangement is provided for group work.		All desks and chairs are arranged in rank-and-file or other uniform pattern.
c. Materials used are at different levels of difficulty.	(4) All pupils work with materials that reflect different levels of difficulty.		3 Nearly half the pupils use materials reflecting several different levels of difficulty.		All pupils use the same material.
d. Pupils lead the class or groups within the class	Teacher arranges for one or more pupils to lead the class or a group for a substantial period of time.		3 One or more pupils are permitted to lead the class or a group but only for brief moments.		(1) No pupil is permitted to lead the class or a group.
e. A variety of assignments is made to individuals and small groups.	(4) Identical assignments are given only to small groups.		3 Identical assignments are given to all of the class only occasionally.		All pupils are given identical assignments most of the time.
f. Pupils work independently in intra-class groups.	Pupils work in small groups with little direction for prolonged periods of time.		(3) Most pupils work independently in small groups for short periods of time.		Pupils work in small or large groups under the direction of the teacher at all times.

		5	4	3	2 1
g.	A variety of reference material is in use by both the teacher and the pupil.	Encyclopedias, dictionaries, atlases, supplementary texts, and other materials that are available are being used extensively.		Encyclopedias, dictionaries, etc., are used but in limited ways.	Little or no reference material is being used.
		5	4	3	2 1
h.	Pupils help each other with their work.	Pupils frequently help each other in constructive ways.		Pupils help each other on occasion.	Pupils attend strictly to their own individual tasks at all times.
		5	4	3	2 1
i.	Routine duties are being shared by pupils in a planned fashion.	Systematic procedures are employed to assure each student an opportunity to assume his share of responsibility.		Students have opportunities to share in assuming routine responsibilities, but this is not systematic but assured.	There is little or no pupil sharing of routine duties.
		5	4	3	2 1
j.	There is freedom of movement within the class.	Pupils are permitted to change work stations as needs arise.		Teacher suggests or approves all changes that are made in work stations.	Pupils remain at work stations for nearly all activities.
		5	4	3	2 1
k.	A wide variety of teacher-made materials such as work sheets, games, transparencies, charts, and other aids is in use.	These materials are used frequently and in great variety.		These materials are used periodically but only in limited variety.	These materials are used sparingly or not at all.
		5	4	3	2 1
l.	Pupils are permitted to help in planning learning activities.	All pupils are actively involved in short- and long-range planning		Pupils are permitted to offer suggestions for teacher planning.	Pupils are permitted little or no opportunity to help with planning.
		5	4	3	2 1
m.	Pupil participation is differentiated so as to be active, challenging, and purposeful to each individual.	All pupils participate actively with purposes that challenge their different abilities.		Pupils participate actively with purposes that challenge most.	Pupils participate passively with purposes that challenge only a few.
		5	4	3	2 1
n.	Intra-class groups vary in size and number to reflect pupil needs.	Groups range from one person to as much as half the class.		Groups vary in size, but only two or three groups are employed.	No intra-class grouping is employed.
		5	4	3	2 1
o.	A variety of newspapers, pamphlets, and magazines is in use.	Pupils use a variety of magazines and newspapers as a regular part of their work.		Pupils use few newspapers and magazines occasionally.	Pupils make little use of any newspapers or magazines.

p.	Pupils find and correct their own errors.	5 Pupils are encouraged to find and correct their own mistakes and to look for reasons.	(4)	3 The teacher points out errors and asks pupils to correct them.	2 1 The teacher finds and corrects mistakes for pupils.
q.	Pupils reflect an interest in the class work.	5 Nearly every pupil reflects interest in the assigned work.	4	(3) Most pupils reflect interest in the assigned work.	2 1 Most pupils appear to have little or no interest in assigned work.
r.	Intra-class groupings are flexible and task-oriented.	5 Small groups are formed and changed frequently to serve a variety of instructional purposes.	4	(3) Small groups are formed and changed occasionally for some special purpose.	2 1 Small groups, if formed, are fairly permanent arrangements retained for months.
s.	A variety of library books is in use.	5 Pupils use a wide variety of library books both within and outside the classroom.	4	(3) Pupils use a variety of library books as recreational reading but sparingly for class assignments.	2 1 Pupils make limited use of library books.
t.	Pupils are held responsible for their own actions.	5 The teacher leaves pupils free to carry out assignments independently.	4	(3) The teacher gives advice to pupils while assignments are being carried out.	2 1 The teacher closely directs, checks, and advises pupils while assignments are being carried out.
u.	Regular teachers work with individual pupils.	5 Teacher works with individuals during each activity for extended periods of time.	4	(3) Teacher works with individuals during some activities but mostly for brief periods of time.	2 1 Teacher does not work on individual basis except for fleeting moments or emergencies.
v.	Special teachers work with individual pupils.	5 Special teachers devote most of their time to working on a one-to-one basis.	4	3 Special teachers work predominately with small groups but give some time to individuals.	2 (1) Special teachers work most of the time on a small or large group basis.
w.	All pupils serve as tutors of others.	5 Nearly all pupils serve as tutors on a daily basis.	4	3 Most pupils serve as tutors, some on a daily basis, others less frequently.	2 (1) Few pupils serve as tutors except on an occasional basis.

		5	4	3	2	(1)
x.	Resource persons are used to assist individual pupils.	A variety of resource people serve as tutors on a daily basis.		A few resource people serve as tutors on a fairly regular basis.		A few resource people serve as tutors on an occasional basis.
y.	Tutorial arrangements are planned and coordinated.	Tutorial assignments of teachers, pupils, and resource people are planned and coordinated, so confusion or inappropriate activities are rare.		Most tutorial assignments are preplanned and coordinated, but some last-minute arrangements are observed.		Tutorial assignments are coordinated primarily by tutors themselves; preplanning is not clearly evident.

APPENDIX D

PROFILE FOR INDIVIDUALIZATION ©

Instrument 1F-2

Directions:

Analyze the ratings previously made. Transfer the numerical rating for each item to the corresponding blank below. Sum the ratings for each cluster of items, and enter each total in the space at the right designated I, II, III, IV or V. Sum all ratings for the total individualization score.

Class 2nd gr. No. of Pupils 25 Date 4-18 Teacher Jones

Ratings by QD Time of Observation 9:00 to 9:50

Topic and Subject Reading & Math

I. Intra-Class Grouping				
Items:	b.	Furniture arrangement	3	
	f.	Independent work	3	
	j.	Free movement	4	I.
	n.	Group size	4	
	r.	Group flexibility	3	17
II. Variety of Materials				
Items:	c.	Different levels	4	
	g.	Reference materials	2	
	k.	Teacher-made materials	3	II.
	o.	Periodicals	1	
	s.	Library books	3	13
III. Pupil Autonomy				
Items:	d.	Pupil leadership	1	
	h.	Mutual assistance	3	
	l.	Pupil planning	1	III.
	p.	Self-evaluation	4	
	t.	Pupil responsibility	3	12
IV. Differentiated Assignments				
Items:	a.	Advanced or enriched	3	
	e.	Variety	4	
	i.	Routine duties	1	IV.
	m.	Active, challenging, and purposeful	3	
	q.	Interesting	3	14
V. Tutoring				
Items:	u.	Regular teacher	3	
	v.	Special teachers	1	
	w.	Pupil tutors	1	V.
	x.	Resource tutors	1	
	y.	Planned and coordinated	1	7
TOTAL INDIVIDUALIZATION			63	

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APPENDIX E
TABLE OF III SCORES OF SELECTED TEACHER GROUPS

Individualization Scores on 335 Classroom Teachers from Twenty Different School Districts*

III Scale	Mean Score	
	Self-Reports	Observer Reports
I. Intra-Class Grouping	17.79	13.14
II. Use of Materials	17.32	11.04
III. Pupil Autonomy	17.90	12.88
IV. Differentiated Assignments	16.81	13.25
X. Tutoring	12.67	8.50
Total Individualization	82.46	58.36
Total Individualization Scores For:		
Vocational Teachers (n = 86)	86.28	63.98
Academic Teachers (n = 200)	80.89	55.44
Special Education Teachers (n = 49)	82.37	62.10
Range of Total Scores	25 to 125	25 to 117

*Source: Hardebeck, Richard J., "A Comparison of Observed and Self-Reported Individualization of Instruction By Vocational, Academic, and Special Education Teachers in Texas. Austin, Texas: Unpublished dissertation. The University of Texas at Austin, 1974. Pages 58, 63, and 132.

APPENDIX E (Continued)

Individualization Scores for Sixty Small Town Teachers

	Mean Score	
	Self-Reports	Observer Reports
Mean - All teachers	70.5	55.7
Range - All teachers	51 to 101	25 to 95

Teacher Groups	Combined Self-Report and Observer Reports
Primary	69.1
Intermediate	64.9
Junior High School	59.2
Senior High School	64.9

APPENDIX F

Illustration of Inter-Observer Reliability Computations Using Data from the III Profile Sheets

Items		Trainee Observer A	Control Observer B	Trainee Observer C	Differences A-B	Differences C-B
I.	b	3	2	4	1	2
	f	3	3	3	0	0
	j	4	3	5	1	2
	n	4	3	4	1	1
	r	3	3	4	0	1
II.	c	4	3	4	1	1
	g	2	1	3	1	2
	k	3	4	5	1	1
	o	1	2	3	1	1
	s	3	2	3	1	1
III.	d	1	2	2	1	0
	h	3	3	4	0	1
	l	1	1	3	0	2
	p	4	3	4	1	1
	t	3	2	5	1	3
IV.	a	3	3	5	0	2
	e	4	3	5	1	2
	i	1	2	4	1	2
	m	3	3	5	0	2
	q	3	2	5	1	3
V.	u	3	2	4	1	2
	v	1	2	2	1	0
	w	1	1	2	0	1
	x	1	1	2	0	1
	y	1	1	2	0	1
Total Score		63	57	92		
Sum of Differences					16	35

Reliability Computations A/B

$$P_o = 100 - \frac{16}{100} = .84$$

$$P_e = .20$$

$$\pi = \frac{.84 - .20}{1.00 - .20}$$

$$= \frac{.64}{.80} = .80$$

Reliability Computations C/B

$$P_o = 100 - \frac{35}{100} = .65$$

$$P_e = .20$$

$$\pi = \frac{.65 - .20}{1.00 - .20}$$

$$= \frac{.45}{.80} = .56$$

APPENDIX G

Analysis of Discrepencies between Observers* in Training and Expert Control Observer

April 1973

Trainee Observers' Name:	Discrepency from Control Observers					
	Total Discrepency Score	Points Higher	Points Lower	Items very High	Items very Low	Inter-Observer Reliability*
Andy	- 1	8	9	a	none	.79
Bankin	+ 4	11	7	a,y	none	.78
Cool	- 8	4	12	none	u	.80
Heatley	+11	15	4	d,t,w	j,p	.76
McGinnis	6	10	4	a	none	.83
Ping	- 7	7	14	a	none	.74
Risten	- 4	8	12	d,a	j,k	.75
Stiddens	+ 3	11	8	n,r,a,q	c	.76
Wermer	+ 2	8	6	n	none	.83
Wrenn	- 8	5	13	none	p,i	.78
Zack	-12	4	16	none	d,h,l,i	.75

*Scotts Coefficient of Reliability $= \frac{P_o - P_e}{1.00 - P_e}$

where P_o - 0/0 agreement, P_e = 0/0 chance agreement.

APPENDIX H

CUMULATIVE INDIVIDUALIZATION RECORD ©

Instrument 1F-3

Teacher Jones School Sunrise Elem.

Grade/Level 2nd Subject Read & Math

Dates	Sources of Data	Individualization Practices: Intra-Cl. Grouping I	Var. of Materl. II	Pupil Autony. III	Diff. Assign. IV	Tutoring V	Total Individualization
(1)	Self-	22	18	17	21	10	88
10-3-73	Observation	12	10	11	13	6	52
11-8-73	Mean						
(2)	Self-						
12-1-73	Observation	14	12	12	15	7	60
	Mean						
(3)	Self-						
4-18-74	Observation	17	13	12	14	7	69
	Mean						
(4)	Self-	19	15	16	20	8	78
4-30-74	Observation						
	Mean						
(5)	Self-						
	Observation						
	Mean						
		I	II	III	IV	V	Total

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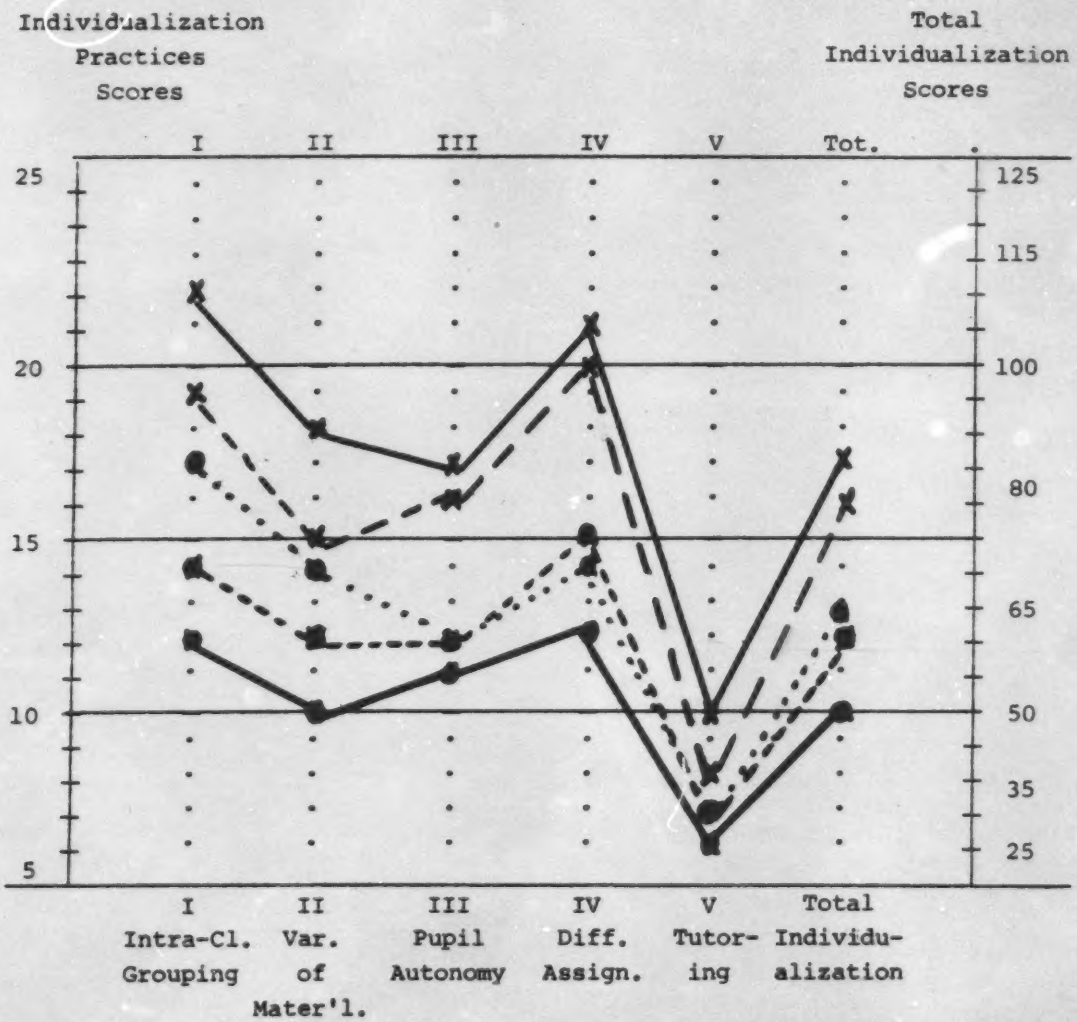
APPENDIX I
GRAPHIC INDIVIDUALIZATION DISPLAY ©
Instrument 1F-4

Teacher Jones School Sunrise
Grade/Level 2nd Subject Read-Math.

KEY:	Symbols	Sources of Data	Record Dates on Lines Below
	X	Self-Report	10/73 --4/74 .....
	○	Observation	11/73 -12/73 ...4/74.



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